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AUTHOR	Heuvel-Panhuizen, Marja van den
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ABSTRACT

The principal focus of this study was the assessment of mathematics in primary education within Realistic Mathematics Education (RME), a mathematics reform movement begun in The Netherlands in the 1960s. The book that resulted from this study is comprised of seven chapters, the first four of which constitute part 1 and are the core of the work. These four chapters discuss the role of assessment in the early stages of RME, the development of tests within the MORE research (MORE being a Dutch acronym that can be translated as Mathematics Textbooks Research), a project established to investigate the implementation and effect of the new RME textbooks in 1987, the current state of affairs with respect to assessment in RME, and the potential for written assessment in RME. The three chapters of part 2 involve an arithmetic test administred at the beginning of first grade, a ratio test administered in special education, and part of a test on percentage that was administered to middle school students. This work contains 429 references and includes a summary in Dutch. (PVD)

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